

## My Body

**K-3 The student will demonstrate an understanding of the distinct structures of the human body and the different functions they serve. (Life Science)**

**K-3.1 Identify the distinct structures in the human body that are for walking, holding, touching, seeing, smelling, hearing, talking, and tasting.**

**Taxonomy level:** 1.1-A Remember Factual Knowledge

**Previous/Future knowledge:** As with other indicators at this grade level, students will experience their first formal introduction to important science concepts. This concept will be explored further with animals in 2<sup>nd</sup> grade (2-2.2) when students begin classifying animals according to physical characteristics. Study of the human body will not appear again in science until 7<sup>th</sup> grade (7-3.1) when students will summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).

**It is essential for students to** know that the human body has distinct structures and that they serve different functions.

*Walking* To move on foot. We use our feet and legs to walk.

*Holding* To take or grasp something firmly and not let go. We use our hand(s), fingers, or arms to hold things.

*Touching* To gather information from objects through direct contact with the skin on the fingers, hands, or other parts of the body.

*Seeing* To use your eyes to identify objects.

*Smelling* To gather information with your nose.

*Hearing* To identify sounds with your ears.

*Talking* To use a particular language to communicate with people. Most people use their mouths to communicate but some use their hands and some even use a computer.

*Tasting* To determine flavor with the tongue or mouth. Bitter, salty, sour, and sweet are the four tastes the tongue can discern.

**It is not essential for students to** go beyond identifying these structures.

### Assessment Guidelines:

The objective of this indicator is to *identify* structures of the human body used for the listed actions; therefore, the primary focus of assessment should be to recognize that humans have body structures responsible for walking, holding, touching, seeing, hearing, talking, and tasting.

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## My Body

**K-3 The student will demonstrate an understanding of the distinct structures of the human body and the different functions they serve. (Life Science)**

**K-3.2 Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin).**

**Taxonomy level:** 1.1-A Remember Factual Knowledge

**Previous/Future knowledge:** As with other indicators at this grade level, students will experience their first formal introduction to important science concepts. Students will use their senses when making observations in science. In 4<sup>th</sup> grade (4-2.3), students will study how humans and other animals use their senses and sensory organs to detect signals in their environments.

**It is essential for students to** know that there are five senses and that there are specific parts of the body (*sensory organs*) that are responsible for each of the five senses.

### *Eyes*

- The sensory organs that see.
- They take in information (for example, shapes, colors, size or movements) about the world.

### *Nose*

- The sensory organ that smells odors and is a big part of why a person is able to taste things.

### *Ears*

- The sensory organs that collect sounds.
- The part of the ear that can be seen collects the sounds a person hears.

### *Tongue*

- The sensory organ that aids in swallowing, tasting, and speaking.

### *Skin*

- The sensory organ that covers and protects everything inside the body.
- The skin holds everything together.
- It also helps keep the body at just the right temperature and allows people to have the sense of touch (for example shape, texture, hardness).

**It is not essential for students to** go beyond identifying the functions of the sensory organs.

### **Assessment Guidelines:**

The objective of this indicator is to *identify* the functions of the sensory organs; therefore, the primary focus of assessment should be to recognize the organs associated with each of the five senses.